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ABSTRACT

This guide was compiled by a group of rural Arizona day care center managers working under the Migrant Opportunity Program (MOP) established in 1965. The managers were previously inexperienced and, at the end of two years, were interested in self-improvement and more efficient ways to perform their jobs. Their collaboration and idea exchange, based on their actual experiences, resulted in this guide. Suggestions for more efficient day care center operations are made. Topics include staff supervision, purchasing guidelines, and ideas for evaluation of center efficiency. Another section explores means of obtaining public support from volunteers, parents, and auxiliary resources. There are guidelines for compliance with regulations and adequate maintenance of records (income, employment, health, progress, statistics). The guide deals with the practical aspects of staff training including lesson planning and an explanation of methods effective in adult education. This practical text is particularly useful for federally funded centers for disadvantaged children. [Filmed from best available copy.] (AJ)

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A GUIDE FOR MANAGERS OF CHILD DAY CARE AGENCIES

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FALL 1968

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INTRODUCTION

The Migrant Opportunity Program established ten child day care centers in rural areas of Arizona in 1965. It was a new venture. None of the managers hired had ever been in the position of managing a child day care center previously. All of them were dedicated persons who were deeply concerned about the welfare of not only the children but the families in the communities to which they were assigned. Each manager was assisted by one staff member from the so-called "middle-class" sector of society who had approximately two years of college training or had worked with children under age six in some other agency. All other personnel were under-educated women from the so-called "disadvantaged" sector of society whose principle source of income was from seasonal farm work, many had been field workers themselves. It was a learning process for all and much of the specialist's job was to institute training programs for all child day care center personnel. The managers met monthly from August 1966 on not only to discuss common problems and new procedures instituted by MOP, but to learn new skills. By Fall 1968 virtually all the persons listed on the title page had been in the program for a least two years. One common characteristic of the managers was the desire for self-improvement, the quest for new and better ways to do the job for which they were hired. In the Fall of 1968 the specialist explored sources of management training, she found two things (1) the funds for training at that point were getting very low, and (2) the management techniques which work in other situations were often not applicable to the management of a child day care center. Then she had a bright idea. These managers were competent persons. Through them the centers had become worthy

of the title child development centers. Each manager showed special abilities in different fields. Why not collaborate in writing a guide which might prove helpful to future center managers, not only in this particular program but in other programs?

Quite promptly each manager accepted her responsibility for a section of the guide. Editing it was another matter, for there was no one with the time to devote to this, however, in the Spring of 1969 this was done. We present this GUIDE FOR MANAGERS OF CHILD DAY CARE AGENCIES as our contribution to the field of child day care. It comes out of our experience and contains suggestions that will probably not be found elsewhere. For more technical advice we recommend Boguslawski's GUIDE FOR ESTABLISHING AND OPERATING DAY CARE CENTERS FOR YOUNG CHILDREN (Child Welfare League of America) and other books written on the care and education of young children. But if you are operating a child day care center, particularly if part of your funding comes from government sources and it is designed for disadvantaged children, we hope you will find this useful.

By the time you read this the MOP Child Development Centers may be out of existence, but the years we have spent working with the agricultural farm workers' - adults and children - will never be forgotten.

May 1969, Phoenix, Arizona

Mary E. York

TABLE OF CONTENTS

	Page
PART I - FOR MORE EFFICIENT OPERATION OF THE CENTER	
Section I - Staff Supervision.....	1 - 8
Section II- Purchasing and Control.....	9 - 17
Section III-Efficiency Study.....	18 - 20
PART II - TO OBTAIN PUBLIC SUPPORT OF THE PROGRAM	
Section I - Public Relations	21 - 24
Section II - Obtaining and Using Volunteer Services.....	25 - 27
Section III- Working with Parents' Groups.....	28 - 31
Section IV - Utilizing Auxiliary Resources.....	32
PART III - TO COMPLY WITH REGULATIONS AND TO KEEP ADEQUATE RECORDS	
Section I - Verifying Income and Employment Records.....	33 - 35
Section II - Keeping Health Records	36 - 39
Section III - Keeping Progress Records	40 - 43
Section IV - Regulations Governing Operation	44
Section V - Legal Aspects	45 - 46
Section VI - Compiling Statistics	47
PART IV - TO TRAIN CHILD DEVELOPMENT CENTER STAFF	
Section I - Staff Training	48 - 62

PART I

FOR MORE EFFICIENT OPERATION OF THE CENTER

SECTION I Staff Supervision

SECTION II Purchasing and Control

SECTION III Efficiency Study

SECTION I

STAFF SUPERVISION

A. WORK SCHEDULES

Just as you could never build a good house without a blueprint or make a nice dress without a pattern, you could never have an effective day of work in the Center without a good work schedule.

DEVELOPING SCHEDULES IN DEPARTMENTS

The most effective way to develop a schedule for the rooms is in a staff conference with the Department or Room Leaders or supervisors. By using this method, each room is able to schedule playground, bathroom, toothbrushing and other times without conflicting with another age group. This is also a good time to work out the regular break for the aides so it will be on the permanent schedules. It is important to post each room's schedule in order that the other aides or possibly a substitute aide, is able to refer to it as each day progresses. This cuts down on confusion and wasted motion by giving the aide time to anticipate needed supplies and equipment for the coming activity, thus relieving the Teacher or Department Leader or Supervisor of this responsibility.

SCHEDULING THE KITCHEN WORK

In the kitchen area of the Center, the cook should develop the schedule for the day. She knows the time required for the menu of the day and her own working pace. By using this method, she is able to schedule defrosting of the refrigerator, stocking of supplies, cleaning (other than daily tasks), and special dishes she would like to try in the future. After the afternoon snack seems to be a good time for meal planning, reviewing the inventory and conferences with the Manager regarding kitchen problems, menus and such.

SCHEDULING THE CUSTODIAN'S WORK

The Custodian's schedule must, of necessity, be flexible since much of the heavy cleaning is done before and after the Center has children in all the rooms.

B. INTERPERSONAL RELATIONSHIPS

ASSIGNING PERSONNEL TO AREAS OF WORK

In the Center, many times, there will be several age groups as well as ethnic groups represented. In order to have a more effective working pattern in each area, it is good to balance the rooms age wise as well as to mix the staff members ethnically. This gives the children and staff a chance to get to know people of other races and it will not put two staff members who speak either English or Spanish only in the same room. In most cases, age has the wisdom and experience while youth has the vigor and enthusiasm. This will give the children a better learning atmosphere than a room where there is too little or too much physical activity.

It is important to put staff members who are as compatible as possible together since children readily notice any discord and undertow of bad feelings between their teachers. We all realize that some personalities just do not go well together and even though both may be outstanding people, they simply do not work well in the same room.

HANDLING PERSONAL PROBLEMS OF STAFF

In the Center day after day, we really become a "family" so to speak. We should take care to respect each other's privacy and home life. It is hard to control gossip and tale-bearing when there are this many women working this closely. It becomes the Manager's responsibility to discourage undue talking when the subject becomes too personal or tends to be of a

vicious nature. On given days, there are bound to be aides who do not feel well, have financial problems, or problems with her family life. We should all work toward understanding and sympathizing with that particular person unless her problems interfere with her relationship to the children and the quality of her work is lowered. If this is the case, then the Manager should have a conference with her and if a solution cannot be found, the worker should take the day off rather than work under such stress.

KNOWING THE CULTURAL BACKGROUND OF YOUR STAFF

With several ethnic backgrounds in the Center, the Manager should strive to learn all she can about each one in order to understand the staff personnel better. Unless she knows these different cultures, she cannot understand the ways they will act and react to varying situations. Terminology varies with cultures and words that are slang or commonplace in one group can actually be very offensive to another group.

KEEPING STAFF MORALE HIGH

The tone of voice and inflection of words can be the key to good communication between the Manager and the other staff members. A word of praise for a job well done is always in order and will keep the morale of the staff up. If an staff member must be reprovved or corrected, here, again, a private conference softly spoken will accomplish much more than a long, loud tirade. Never, never talk down or belittle to a co-worker as that person is an adult and appreciates being talked to and treated like one. Often, the Manager will misjudge the other's actions or there is a lack of understanding of the problem or procedure that has caused the staff member to do the job improperly. This is soon worked out in conference and gives worker a chance to express her feelings in private.

IMPLEMENTING NEW IDEAS AND PROCEDURES

At times she will have ideas concerning changes in her area of work that have much merit. It is good policy to let her try out her ideas for a set period of time in the room and then evaluate. Ideas that sound good in the office may not work out in the room with the children. The same procedure should be followed with the manager's ideas. After a trial period discuss with personnel such questions as: Is it working? Why or why not? How can it be improved? The Manager will be wise to apologize when she is in the wrong. This is not only the polite and decent thing to do, but it makes the aide realize that the Manager, too, makes mistakes and will be honest enough to admit them.

BEING AVAILABLE TO YOUR STAFF

Being ready to listen and talk with any member of the staff is the key to good staff relationships. To put off or discourage a conference or visit will sometimes begin to close the door on communication between the Manager and the staff and when this happens, the entire Center suffers for it. Your schedule may be such that you will have to make an appointment with the worker. It should not be necessary to say that such appointments should be noted on your calendar and honored as you would any appointment.

C. DELEGATION OF AUTHORITY:

It is wise to delegate as much responsibility as possible within the Center. This not only lightens the manager's load but is very good training for the staff. It gives the Department or Room Leaders or Supervisors Cook and Custodian a chance to develop leadership and pride in a job well done. When the staff member accepts this responsibility, she has the obligation

to see that the work in her area is done satisfactorily. This offers the Department or Room Leader or Supervisor a chance to delegate certain tasks to others working with her and see that they are carried out. For example, the Cook will assign the Cook's Aide to stock the shelves with newly delivered supplies and put them on the inventory sheet. She can advise and help the aide as well as check on inventory at the same time.

IN THE KITCHEN AREA

The cook should be responsible for the perpetual inventory and ordering food (with the Manager's guidance in regard to cost and menu planning). She knows which brands are most acceptable for the dishes she wants to make. The cook also should be responsible for the proper care and rotation of the commodities in order to utilize them fully. She, in turn, should be able to delegate authority for table setting, general cleaning and such to the Aide working with her. A periodic inventory of dishes, silverware and cooking utensils is a good idea and can be done when the shelves are cleaned. The laundry of cuptowels, dish cloths, and pot holders can easily be delegated to the Aide after snacktime each day. The Cook and Cook's Aide can sweep the kitchen area but heavy mopping should be done each day by the Custodian.

INFANT NURSERY

The Department Leader or Nursery Supervisor keeps progress and health records on all the babies, carefully prepares the sterilized formulas for the babies and makes proper diapering procedure a standard for herself and the Aide. Any unusual behavior or appearance of any baby should be noted and reported to the Manager immediately. She can easily delegate the feeding of infants, rocking babies, or laundry and other cleaning to the Aide.

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She should take turns with the Aide with outdoor play because all of the infants are seldom awake at one time. Since sanitation is of utmost importance in the nursery area, the floor must be kept spotlessly clean and free of small articles for the infants should be allowed to crawl and creep at will. The Custodian must mop the nursery area every day with disinfectant solution and the Department Leader or Nursery Supervisor and Aide should mop up spills, food, and urine on the floor during the day. The Department Leader should keep a perpetual inventory of diapers, other clothing and supplies. It is a good idea to make a periodic inventory of toys and to order new ones being sure to have a variety of toys which will stimulate different kinds of activity. She may delegate the responsibility of washing the toys and the storage area for them to the Aide working with her.

CLASSROOMS

The Center Teacher, Teaching Assistant, and Department Leaders should work with the Manager to establish the schedule of the day for their respective classroom. Each room supervisor should also keep the progress reports on each child in her room since she observes the children daily and sees their problems and progress more than the Manager does.

The Room Supervisor can easily assume the responsibility for setting up classes, art, crafts, games and field trips for her group of children. She may also delegate part of story time, games and other activities to the Aide working with her while she works with small groups or records of the children. The basic housekeeping of her room is handled by the Custodian but the Aide may be asked to keep supplies in order and to work with the children in putting toys, books, etc. away in their proper places.

The Aide may also be assigned to help the children with their coats and papers and teach them to use their own cubbies. The children may be taken to the bathroom by the Aide and laundry of the sheets done by her in order to give the Teacher or Dept. Leader a chance to continue her class or activity uninterrupted.

Much care must be taken, however, not to put all the hard or menial work on the helping Aide. To keep her busy at this level all of the time does not give her a chance to upgrade herself or work with the children as a teacher and we should remember that all adults are teachers. It is good to work out an understanding that part of the Aide's time will be used with games, table play, and such while the Department Leader acts as the bathroom escort at times.

CUSTODIAL AREA

As stated before the Custodian's time is flexible and should be so because of the before and after hours work. Since he (or she) is the one using the various cleaners, soaps, etc., the Manager and he should order the brands or types that work best for his particular flooring and in the water in your community.

The Custodian should mop the entire Center every day with particular care given to the nursery, kitchen and dining hall. The bathrooms will need several moppings and cleaning after each scheduled bathroom time. The drinking fountain must also be cleaned often.

It is the Custodian's responsibility to stock the paper, cleaning and toilet supplies and keeping rolls filled, towels in holders, kleenex available for various rooms and paper goods in the kitchen area.

If you should be lucky enough to have a Custodian who is handy with tools, he is a great asset to the Center in making minor repairs before they become major ones. The other area that should be the Custodian's responsibility is the playground. He should keep the play area free of broken glass, rocks and other sharp articles which could injure a child.

D. STAFF EVALUATION:

When the Manager sits down to evaluate the Center personnel, there are two areas that are really clear cut for her to evaluate; (1) How well does this person fulfill the job requirements of the position for which she was hired? (2) Does she care for the children properly in all aspects and how does she get along with her fellow workers? The other areas are not quite so tangible and each staff member should be evaluated on her own progress in that particular field. In this area are; (1) Concept of Aide of overall job to be done. (2) Neatness and cleanliness (3) Attention to instructions and detail (4) Progress in trying to upgrade herself and her family (5) Relationship to parents and others we serve in the Community (6) Initiative and enthusiasm for the job.

The Manager should take care to evaluate each employee on her own rate of progress. She must take into consideration education level of the Aide, the language barrier (if she speaks Spanish only), and the fact that some people learn and progress faster than others.

SECTION II

PURCHASING AND CONTROL

A. PURCHASING TO OBTAIN MAXIMUM VALUE PER DOLLAR SPENT

This is a very important phase of the manager's duties, since she is responsible for most purchases of equipment and supplies used in the center.

BUYING EQUIPMENT

In buying equipment it is wise to do a thorough job of planning in each department, making a list of essential items and another list of items which are desirable either for more efficient operation or a greater variety of activities. After this has been done check each list thoroughly to see if any item has been forgotten or if the items will be utilized by personnel and children. Involve your staff in this planning. Now you are ready to consider source of supply, prices, and choice of items. A good supply of catalogs is a must; these with the yellow pages in your telephone book are a good place to start. You can save much time and many miles by locating where items can be purchased and as much detail about brands, costs, size, etc. as possible in the catalogs and over the telephone before you plan your shopping trip or your ordering. Visit your local stores before ordering from a catalog. When you visit a store look at all the items on your list which the store carries, taking good notes on each item. After you have visited all your local stores and collected your information go home and take a look at your notes, comparing prices, qualities and sizes, to determine which will best suit your needs and be the best buy for your money. Compare your local prices with those in catalogs; if local prices are not too far out of line it is wise to

purchase locally, since maintenance of the equipment is a big factor. It also helps to get support for your Center if you trade with local merchants. Look for durability. It is more economical to buy a more expensive item that will not need to be replaced soon and much less frustrating than having constant breakdowns.

FOOD BUYING

Food is a very important item in the budget of any Center and one that requires a great deal of knowledge and planning on the part of the manager, if she is to obtain the maximum value per dollar spent. She must be familiar with U.S. grades the U.S. Department of Agriculture places on many products for the consumers' benefit, be able to read labels and make intelligent comparisons of different products. Buying graded products, of course, does not necessarily imply buying only the best. Grades offer a choice of quality so that one may pick the one most suitable for the use you have in mind, such as top grades of eggs for poaching or frying, lower grades for general cooking and baking. Often times powdered or dry products are much cheaper than fresh and will serve the purpose equally well.

There are many factors which influence the cost of food, some of these are:

SUPPLY & DEMAND AFFECTS COSTS

Supply and demand - where a commodity is concerned the greater its supply the lower the cost; and the lower its supply and the greater the demand the higher the cost. One should consider: the locality where the commodity is produced; is it far away so that transportation costs would be involved? The season of the year; is the commodity only available in

large amounts at one particular season? The weather; has the weather been detrimental or helpful in the production of the commodity? The size of the crop; if the yeild has been good all over the production area the price will be lower. Transportability; is the commodity easy to transport or does it bruise and spoil easily?

PARTIALLY PREPARED FOODS

Partially Prepared Foods - this trend in our American way of life to the easiest way to do things has certainly invaded the food industry. Many items now come prepared and packaged in such a fashion that they are ready for instant use. How does this effect our food bill? It is known that some convenience foods are more expensive than their less highly processed counter parts - some less. The Economic Research Service of the U.S. Department of Agriculture made a study of the comparative costs of convenience foods and of their fresh or homemade counter-parts. Of the 158 items in the study, only 42 were less expensive than their home-made counter-parts. The remaining 116 were more expensive. The greatest savings of convenience foods over homemade was contributed by frozen orange concentrate, 68¢ as compared to \$1.39 for equal amount of fresh orange juice. Other important cost-decreasing convenience foods: frozen lima beans; canned orange juice, spaghetti, cherries, and chicken chow mein; devil's food cake mix. Leading the list of cost-increasing convenience foods were fresh ready-to-serve yeast rolls, 10.6 cents as compared to 3/4 cents homemade; since most centers are furnished supplies of commodity flour and cereals it would be very expensive to use ready-to-serve rolls. Other leading cost-increasing convenience foods: frozen food dinners,

Frozen broccoli and pre-cooked rice. Of the items compared, the largest difference between convenience form and less convenient was coffee - \$1.00 worth instant coffee was equivalent to \$1.69 worth of regular roasted ground coffee. If a reasonable value was placed on the homemaker's time many more convenience foods would have a lower cost than fresh or homemade, therefore, if kitchen help is a problem in the center it might be wise for a manager to do some figuring to see which foods are cheaper for her center to use.

PLANNING MENUS

The manager must also have a good knowledge of nutrition. The head cook usually plans the menus but it is the manager's job to check these menus and make sure they are meeting the daily food requirements of the children. A food plan that suggests the amount of different groups of food for a week's nutritionally adequate meals serves as a foundation for the market list. This food plan can be worked out for any center by using the "Daily Food Guide."

GROCERY OR WHOLESALE COMPANY

The manager must decide where she will buy, the type of store in which she shops will influence the cost of food. The grocery or super-market that follows a "cash and carry" policy will generally have lower prices, but it is sometimes not possible for a manager to take advantage of these prices; she must trade where she can establish credit, as her food bill is paid on a monthly bases. Therefore, it is very important that she contact the wholesale supply houses in her area and set up accounts with them. It is sometimes wise to trade with more than one company so that more food sales can be taken advantage of.

OTHER SOURCES OF FOOD SUPPLY

Another source of food for the center are foods in season in your own locality. Many farmers and parents who work in the fields will bring fruits and vegetables to the center, just fresh from the fields, if they know you want them. Surpluses can be frozen.

INVENTORIES

Inventories are very important in any business, especially in a Child Development Center. The manager must be able at all times to know what equipment and supplies she has without making a count. There are two types of inventories, Perpetual and Periodic which are necessary for a well organized business.

PERPETUAL INVENTORY - CONSUMABLE SUPPLIES

First let us discuss the perpetual inventory; this is a record of supplies used in the center and should be kept on a daily basis. It is turned in at the end of the week so market orders can be checked against supplies in the store room, kitchen or other area where consumables are used. A separate list should be kept in each area and entries should be made at times supplies are taken out or new supplies added. Aides should be trained to keep these inventories. At end of week it is simple to add new supplies to that on hand at beginning of week and then subtract what has been taken out during week; this gives amount left on hand. By a quick glance at this column the manager is able to see which items should be ordered. This is very important as it saves time for the busy manager and also prevents costly buying in small quantities to bridge gaps in weekly orders. The perpetual inventory is also valuable in keeping track of where

supplies are going, as each person is required to date and initial all items taken. The person who is responsible for keeping this inventory should be alert to see that proper entries are made and initialed by everyone taking any supplies so the inventory will balance with supplies on hands at end of week. A spot check now and then by the manager should be sufficient to keep this form of inventory working efficiently.

EQUIPMENT INVENTORY

The equipment in the center is also kept on a perpetual inventory, which is a little different in form from the consumable supply inventory. This inventory may be kept in the office and by the manager or a separate inventory may be kept for each room by the room supervisor. It should include item name, description, condition, serial or other number and date of purchase. A card file with a card for each item is a convenient and orderly way of keeping track of equipment as notations can be made on the card for each item and the card may be moved to a section of the file marked "discarded," "transferred," "out for repairs."

PERIODIC INVENTORY

The second type of inventory is called "Periodic," and is just what its name suggest; a periodic check to see that all equipment on the inventory is still in the center and in what condition. This is not to be considered an alternative to the perpetual inventory; both are needed. A periodic check of supplies is essential to see that all are in good condition and to make sure nothing is being pushed to the back of shelves and newer supplies used first. The efficient manager will take an active part in these "periodic inventories" to make sure her dollars are being spent wisely. Equipment that does not wear well or supplies that stay on the shelf too long are not wise buys.

BUDGETING

Budgeting is also an important factor in any successful and well-organized business. This means budgeting of time, energies and space, as well as dollars. A child development center without a well-organized manager, who knows the value of budgets is seldom as successful in the development and training of children as the well organized center. A budget is merely a plan adjusting expenses to income, time to jobs, or energies to desired accomplishments. It is not a cut-and-dried thing that has to be adhered to, to the letter, but should be used as a guide. The well planned budget is developed after much thought. Suggestions from all the staff should be considered. It seems time consuming in the planning stage but can save many dollars, hours and much energy for everyone in the center - it is the oil that keeps the wheels of the center running smoothly without squeaking.

BOOKKEEPING AND RECORDS

Bookkeeping or record keeping is also a time saver, and an essential part of every successful business. A Child Development Center or Child Day Care Center is one of the most important businesses in our country today. A responsible agency is aware of its importance as a business that is developing our nation's most important resource: children. Behavioral scientists have shown that these are the most crucial years of a person's life and may determine the pattern of growth and development for the remainder of his life.

Good, accurate, records are a reflection of an efficiently run center and will keep the center from the position of going from a feast to a famine either in materials or manpower.

A good manager must realize the importance of her business and see that a good bookkeeping or record-keeping system is established and kept up-to-date. Bookkeeping need not be elaborate but should be kept up-to-date and regularly. A daily log of income and expenditures should be kept and a file of invoices and receipts. A manager who is not apt to keeping records should delegate this important job to someone else in her center and spend her energies on her many other duties - but good records must be kept.

EQUIPMENT AND BUILDING MAINTENANCE

This is also an important part of any plant and usually falls under the duties of the custodian or maintenance crew but most child development centers are unique in this respect. The center manager usually has the job of checking the equipment and building to see that they are being properly maintained. She may also have to apply a little oil where needed, tighten a few nuts, replace a screw or nail, repair a broken plug, unplug the plumbing, or do a bit of painting - all in a day's work. At least she is responsible for these jobs and if she is lucky enough to have a capable custodian he will do them, otherwise its up to her to employ outside services at the very best price possible. Periodic training sessions for all center personnel on care and maintenance of equipment pays good dividends and should be a must with all new personnel. When new equipment is purchased the manager should always check with the company on service availability. She should also learn how to operate and care for this piece of equipment and train all personnel that will be using the equipment; must costly equipment is damaged by improper use or maintenance.

A good rule for a manager to follow "Always keep your eyes and ears open, never get too busy to apply a drop of oil to that little squeak or a few raps to the loose ends."

SECTION III

EFFICIENCY STUDY

A. EVALUATING YOUR OWN WORK PATTERN

A child day care center manager or director in order to have a smoothly running agency should herself examine her own work patterns to determine whether or not she is obtaining maximum efficiency from herself. There are many calls on the manager's time and she is expected to be all things to all people, which is of course an impossibility. Yet she is expected to be a business manager, a personnel manager, a nutrition expert, an educator, a public relations expert, a buyer, a social worker, a nurse, and a psychologist or at least to have sufficient knowledge of these fields to recognize needs, to render partial assistance, and to know where and how expert help may be obtained.

Therefore it is wise for the manager for her to take stock of herself and how she is spending her time. This takes self-discipline; yet can be extremely valuable. A good rule of thumb is to start where you are - in any situation - but especially here. Start by making a log of your activities for a few days, possibly a week. After work is over, or in a quiet time during the day jot down what you have done; the number of times you have been in each area, the trips you have made to shop for items, the number of telephone calls you have received or made, the amount of time you have spent in talking with parents, visitors, aides (what did you talk about?), and the myriad other activities.

Secondly, analyze this log: Did you make two trips when planning would have saved you a trip? Did you really need to make that call to your supervisor, or could you have handled the problem yourself? How many times did you get to each area of the center? Could you have asked someone else to do that errand or that chore you did yourself?

B. SETTING PRIORITIES

What are your real objectives? This is the first question to ask yourself in setting priorities. If the health, education, and welfare of the children in your center are your primary objectives, - and we assume they are - then your analysis of your daily log should be examined in these terms. Are you spending your time in activities which ultimately will insure that these objectives are being met? If not, your work patterns need changing. But there are other obligations you must meet no matter how much you would rather just have responsibility for working with the personnel and children. If you are working with government agencies, there are numerous reports to be filled out and sent in by a definite date. Often you are called on to attend meetings outside the center. And there are other calls on your time.

C. PLANNING WORK

Every manager that the writer has had experience with has come to the point of absolute frustration and bewilderment over the many things that she sees to be done and wonders how in the time allotted she will ever accomplish these. It is the writer's feeling that actually the most important things do get done and rather than working steadily ten or more hours a day, it is better to take frequent little breaks and to stop and push things aside when you are tired. You will work far faster and more efficiently when you take it up again. There is research to show this is true.

Take the time each week to write down all the things that you hope to get accomplished. Then decide which things you and no one else will have to do; which things can be delegated to someone else; which things can wait; and which things must absolutely be done now.

C. PLANNING WORK DAY

As Bobbie Burns said, "The best-laid plans of mice an men gang oft aglie." And so it is; you may have a plan to get certain reports written, or to spend the whole day working out a training plan, but Bobby fell off the slide and cut a gash in his head and, of course, his mother wasn't easily reached and you had to take him to the doctor and your most dependable worker is sick and so go your lovely plans.

But don't give up, because for every day that this happens, there's one when you can follow through on most of your plans.

As suggested above, take enough time to write down the things you hope to accomplish during the week. Then pick two or three - not more - to do each day. Deadlines to meet can be helpful, even though often hateful. When there is a deadline, it is much easier to decide which thing must be done first.

Each person sets his own pattern of work and so it is impossible to give you an explicit plan and procedure for evaluating your work, setting priorities, and planning your work day. However, the writer is convinced that no plan results in inefficiency and chaos.

SUMMARY

1. Evaluate your work pattern - keep a log of what you are doing now, and analyze the way your time is being spent.
2. Set your priorities - decide what your objectives are and what the most important work activities are to meet those objectives and what calls there are on your time that you cannot avoid because they are expected by your supervisors.
3. Plan your week and your work-day.

Make a list of the things you must do and the things you hope to accomplish each week. Then pick a few of the most important items to be done for each day. Decide which things could be delegated in whole or in part to someone else. Learn to say "no" to calls on your time which lead you away from fulfilling your objectives. But above all, learn to take "little vacations" - a coffee break, an activity you enjoy, a mini-nap - and work refreshed.

PART II

TO OBTAIN PUBLIC SUPPORT OF THE PROGRAM

Section I Public Relations

Section II Obtaining and Using Volunteer Services

Section III Working with Parents' Groups

✓ Section IV Utilizing Auxiliary Resources

SECTION I

PUBLIC RELATIONS

A. COMMUNICATIONS

Accept the spending of time in planning meetings, collecting data, writing reports, and talking with visitors. These time-consuming activities are vital to the existence of the Center.

KEEP APPOINTMENTS

If you have an appointment (including all meetings), be on time. Anytime you can't keep a previously planned commitment, let the other party know as soon as possible.

WRITE CALENDARS, LOGS OR DIARIES

Don't plan on remembering things. Write down everything you think you may need again. A small loose-leaf notebook, well organized, will save you time, frustration and embarrassment.

WRITING REPORTS PROMPTLY

Write every report as though the center's existence depends on it. Sloppy or late reports are not a credit to the center. Be accurate, neat, precise (include only pertinent information). Your records and reports are the center's detailed communication with its major money source. Whatever idealistic goals you may have for the center, without money it can't exist and the goals can't be reached.

KEEP STAFF ADVISED

Make your schedule known in the center office. If you will not be there, write down a phone number where you can be reached. An obvious note on your desk, advising who is in charge will eliminate inconvenience to visitors and staff.

KEEP YOUR LOCAL NEWS MEDIA INFORMED

Submit articles and announcements to local news media. Be careful-- if the news concerns your agency's policy or money, get your article approved by your supervisor.

COURTESY PAYS

Thank you notes and letters of recognition should be written without fail and promptly.

WHAT DO YOU COMMUNICATE?

Be careful in what you say to others. You are spokesman for your program. It is harder to correct false information than it is to be sure the information you give is accurate and has basis in fact.

B. CONTACTING COMMUNITY AGENCIES (Churches, clubs, schools and businesses)

TAKE PART IN COMMUNITY MEETINGS

Attend all community council meetings and any other meetings which you feel are worthwhile. Take advantage of any opportunity you find to tell fresh, exciting news or to explain the center program.

JOIN - COMMUNITY AND PROFESSIONAL ORGANIZATIONS

Become a member of worthwhile organizations. Be an officer and serve on committees (Caution: Don't take on more than you can do well.) Organizations to consider: PTA, NAEYC, Ecumenical Council, YWCA, League of Women Voters.

BUSINESS CONTACTS ARE IMPORTANT

When making purchases, try to make a personal contact and impression. If possible, get acquainted with the person in charge. Let them know who you are and what you do. Inform those with whom you have contact that you operate on a limited budget and that you need local support.

ESTABLISH RELATIONS WITH THE PUBLIC SCHOOLS

Reciprocal visiting between yourself and first grade teachers will be helpful in program-planning and in gaining school support for the center.

Offer your records on first graders to the school. They may or may not accept your offer.

Administrators and school boards control the educational system in your area. Try to become personally acquainted with them. Determine, from talking with them or someone who knows them well, what their educational philosophy is. This information will help you decide which individual to approach with various requests or problems.

KNOW ORGANIZATIONS IN YOUR COMMUNITY

Other organizations which you should know about and be known to: Local Committees for Economic Opportunity (CAP), Headstart, Public Health Department, welfare and charity organizations, city and county officials, YMCA. Clubs: Kiwanis, Lions, Elks, Boy and Girl Scouts. Churches: Ministers, priests, women's groups, youth directors. (The churches and clubs often welcome your suggestions for possible work projects.)

BE READY WHEN HELP IS VOLUNTEERED

Keep a list of work projects and the materials and equipment needed at the center. This will keep you from appearing not to need anything when you are asked for suggestions.

BE ALERT FOR NEW CONTACTS

New agency contacts should be made in person if possible. Use the phone for most follow-up contacts.

Whenever you meet a representative from an agency, write his name in your special book. This gives you a personal contact with that agency for the future.

C. PROJECTING A FAVORABLE IMAGE

Your image will improve in proportion to the number of persons who understand your Program.

THE FEELINGS OF YOUR STAFF MAY AFFECT THE CENTERS' IMAGE

Impress on the center staff the importance of keeping center business inside the center. Be sure they understand you are not trying to suppress their gripes or difficulties but that you are guiding them to the proper channel for airing grievances. Grievances aired outside the center harms the center and the staff and does not solve the problems.

Counteract bad publicity and rumors with favorable facts. Don't waste your time by being defensive.

If you can identify a rumor spreader, talk with him. Explain the center's position and give the facts; don't argue, make threats or demands.

The center image will be only as good as the entire staff wants it to be. Consult often with staff members whom you feel are capable of helping you make plans for projecting a favorable image. A favorable image, like most things, will not just happen. You must plan for it to happen.

You are the Manager--play your role. Be confident and optimistic. Save your frustrations and fears for sharing in private with individuals you feel can help you, e.g., supervisors and specialists from your agency or trained counselors.

SECTION II

OBTAINING AND USING VOLUNTEER SERVICES

Working with volunteers is for many persons a difficult one. The most common complaints are that they are unreliable and unwilling to take the necessary training or to do the kinds of things most wanted. Therefore it takes a great deal of ingenuity and diplomacy to utilize the volunteer services that are truly needed by most child day care centers who operate on a limited budget.

Basic to obtaining and using volunteer services are on the one hand a thorough understanding of the problems and needs of the people you serve and on the other a recognition of the problems and needs of the volunteers. A volunteer is just that - one who of his own volition offers his services. Therefore, the work he is willing to give is pretty much on his own terms and the person using his services must recognize this.

A manager must have a recognition and knowledge of resources. These include: interested individuals, persons with special talents, members of the families you serve, church organizations, service organizations, public schools (particularly home economics classes), business and professional groups, farmers. Other resources that a manager may contact for related services are state and county health agencies, Cooperative Extension Service, civic officials.

The child day care center advisory committee, which under the new Federal Interagency Requirements for Day Care (Sept. 1968, HEW) requires participation of one-third parents, may well work together and assist in obtaining needed volunteer services from the community.

As this committee is itself a volunteer group, let's take a few minutes to look at the purposes and functions of this group. Ideally the committee is composed of representatives from a wide segment of interests and occupations in the community; the medical profession, legal profession, social service, business people, educators, mental health workers, should be asked to serve as well as parents. If the committee is to be successful, each member must feel important and needed. This feeling of importance and usefulness is nurtured by the chairman's ability to ask for and listen to each person's opinion. Yet, one need not wait for the chairman. Other members can draw in, clarify, and build on the thoughts of members who tend to be less aggressive.

The committee can serve as an information source and a group studying existing problems. The committee can assess community resources available, facilitate the use of these resources, and point up the need for resources currently unavailable. It can provide a plan of closer cooperation in a community, and coordinate to eliminate duplications and gaps in service.

As a group well-acquainted with the child day care center, it can present its problems to other groups in the community, help promote successful community effort, and provide an area of communications for public discussion of problems facing the families whose children are cared for in the center.

In working with individual volunteers the manager would be wise to first explore with the volunteer the kind of services he is willing to and able to perform. Does he or she enjoy clerical work, sewing, story-telling, working with the children directly, teaching adults, repairing toys and furniture, or any of a million other things that the center needs? How much time is the volunteer willing to give? Can he or she schedule himself to come

regularly the same day and time each week? Or is he just willing to come and perform a necessary chore or provide materials on call?

A form for the volunteer to complete is helpful. It should include such information as: Name, Address, Telephone Number, Age, Special interests, when available to help - month, day of week, hours of day, special abilities. A check-list of the kinds of help you as manager want from volunteers should be listed on this form too.

A word of caution: be sure that if you have a volunteer (1) he is called on and (2) there is meaningful work for him to do when he arrives. More volunteers are lost because they have never been called on or because when they arrived paid workers were standing around with seemingly little to do or the work requested was inconsequential and gave no sense of achievement.

SECTION III

WORKING WITH PARENTS

YOUR ATTITUDE TOWARD PARENTS IS IMPORTANT

It is most important that you accept the parents of the children you care for. True acceptance implies that you value their point of view, whether you agree with it or not, and that you hear what it is they want for their children and themselves. Supporting and encouraging parents to realize and enrich their potentialities is important in the program. Oftentimes you may wish you could change the parents' child-rearing practices, but unless you have good rapport with the parents, unless you have the parents' confidence, you have little chance of influencing them. On the other hand if you do not take the time to know the parents, you will lessen your chances of helping the child whose problems may be home-based, for understanding the roots of the problem may oftentimes help to overcome the problem. These children are not yours, you may be able to help a child live with his parents long after he has left your center and that his parents give him love and care to the best of their ability. Know this and respect it.

OBJECTIVES FOR THE CHILD

As the Federal Interagency Requirements for Child Care indicate, there must be a concentrated effort to help the parents see that the program and the resources of the center belong to them. The inclusion of a one-third proportion of parents on the Advisory Committee will help to see that they have an integral part in the planning and program of the center. Although they may be stated in different terms, their objectives and your objectives for the child are the same:

To develop physically and emotionally

To develop a cooperative attitude

To develop a basic vocabulary and to extend word skills

To develop listening ability

To develop responsibility and the ability to share

To develop self-expression and creative experiences

GOOD COMMUNICATION WITH PARENTS

Parent interviews when the child is enrolled, when a parent calls for him, on appointment, or in the home are opportunities for parent and center to share their understanding of the child. By sharing experiences with the child from two points of view, a plan for the child's future may be developed. Points to remember are: (1) Parents are frequently sensitive about themselves and the child. (2) The child should not be present when he is discussed. (3) It should be a relaxed friendly time. (4) Avoid being on the defensive yourself. If you find yourself becoming defensive when a parent seems to criticize something that happened in the center; admit it to yourself. Then get the true picture of the situation. Ask the parent to give you more details about what happened, or why he feels the way he does, and what he thinks should be done. Frequently criticisms arise from a misunderstanding and when you fully understand the parent's point of view you can more successfully deal with the situation either by correcting the problem or explaining the reasons for the happening in a way the parent can accept.

PARENTS GROUPS

Monthly parents' meetings are valuable both to the parents and to the center. The programs for these meetings should be planned by a committee from the Advisory Committee of the center and of course this program-planning

committee should be made up primarily of parents. An important objective is for parents to learn to discuss their problems and to express their ideas about their children.

A good subject for a first meeting of the year is "What I Want My Child To Get Out of His Year At the Center." The parents may discuss this in small groups and then meet together to report on their answers to this question. This recorded on the blackboard or on newsprint helps them see that you respect their ideas; helps them re-examine their ideas; and gives you a reference to which you can point. You may then tell the parents what your objectives for the children are and point out similarities as you do so. Plans you have for the children which will help them meet these objectives may be related and discussed.

WRITTEN COMMUNICATIONS TO PARENTS

A newsletter from the center or frequent notices sent home with the child are helpful in furthering communication with parents. If many of the parents are Spanish speaking, these should be in both languages.

Examples are: (1) Extensions of center program; such as, a safety education story to be read and discussed at home. (2) Parent education leaflets; such as, "Developing Your Child's Self-Esteem"* (3) Copy of the daily or weekly schedule. (4) Menu for the week. (5) List of equipment or supplies needed with request for them to be lent or donated. (6) Notice of immunizations, and permission slips to be signed and returned. (7) Notice of a special activity, or field trip and permission slips to be signed and returned. (8) Invitation to visit center. (9) Requests for help with a field trip, picnic or other event.

WHEN PARENTS VISIT THE CENTER

Be sure that you have planned for the visit of a parent to the center. Someone should be there to welcome him and to give him a tour and explanations of activities.

REMEMBER ALWAYS: YOU AND THE PARENTS MUST WORK TOGETHER IN THE DEVELOPMENT OF THE CHILD.

SECTION IV

UTILIZING AUXILLIARY SERVICES

The manager of the child day care center should be thoroughly acquainted with the services that are available to the families in her center through other public agencies. Part of her responsibility is to see that low income families are informed of services that are available to them such as health services, legal aide, family debt counselling or whatever other services are available in the community in which the center is located. If there are funds available, a valuable addition to the staff is a community worker whose prime responsibility is to make contacts with and refer families to such agencies. This person should preferably be of the same cultural or ethnic background as the majority of the families which the center serves.

Health Services for the center may be obtained through the county health department and the manager should visit the public health center or clinic in his community and make arrangements with them for whatever services they are able to provide. Usually they are very happy to cooperate for they can reach many children who would not otherwise be reached with these services.

In the Spring of 1968 a pilot project, A Special Foods Program for Children, was inaugurated by the Department of Agriculture. This program provides reimbursement money for food to child day care agencies where funding for food was inadequate or non-existent. The child day care manager should contact agencies administering such programs.

To keep abreast of the latest developments in services for children, membership in the Day Care and Child Development Council of America, Inc., 1426 H Street, N. W., Washington, D. C. 20005 or in local organizations for early childhood programs is recommended.

PART III

TO COMPLY WITH REGULATIONS AND TO KEEP ADEQUATE RECORDS

Section I Verifying Income and Employment Records

Section II Keeping Health Records

Section III Keeping Progress Records

Section IV Regulations Governing Operation

Section V Legal Aspects

Section VI Compiling Statistics

SECTION I

VERIFYING INCOME AND EMPLOYMENT RECORDS OF FAMILIES

Since the advent of the poverty war, child day care and other early childhood programs for low income families have come into being under many different agencies of the federal, state, county, and city governments. On the Federal Level, the creation of a new office of child development in the Department of Health, Education, and Welfare brings the hope that these early childhood programs will be consolidated and standard guidelines for the eligibility of all participating children will be issued. As of the writing of this Guide, each governmentally funded program has its own standards of eligibility and audits are made periodically to see that these are kept.

An early childhood program whose funds come from a single source has a relatively simple task compared to a program or agency which contracts with various agencies for the care of children. In either case the source and amount of income will be the primary consideration for eligibility. In the program which produced this guide the center managers often felt the need for a course of training in FBI techniques for determining the source and amount of income of the families. Often the members of these families were paid in cash at the end of the day and no records of the amounts received were kept; seldom did they file income tax returns; frequently employers were reluctant to release records of wages paid; and often no social security payments had been made by the employers.

As each agency's standards will vary, and in fact, the requirements within a single agency will change from time to time, specific methods can hardly be given. We can only offer a few suggestions.

1. Be sure that you fully understand what the eligibility requirements are.

Each person will make different interpretations of the same set of written rules or requirements. Rare indeed is the set of rules that is written so clearly and concisely that there can be no difference of opinion. Therefore, read the requirements over and over again until you are sure you understand them and can state them in your own words. Then check with your supervisor or the agency representative who places children in your center to be sure that your understanding and theirs is the same.

2. In the enrollment interview with the family explain these requirements carefully. Insure their understanding of them by encouraging them to ask questions or if you have any doubt about their understanding, by asking them to repeat them to you. Even if you are receiving children from an agency which has already done the screening for eligibility, it is wise to be sure that they understand what the requirements are and that if certain circumstances change, they may no longer be eligible for free or minimal fee services.

3. If it will be your task to verify income and employment records, find out from your supervisor what records are needed or will be acceptable.

The agency may require social security records which may be obtained by the family by simply mailing in a form requesting a record of earnings. This form may be obtained from the Social Security Office in quantities and handed to the parent. It would be wise to explain it to him and assist him in filling it out and even mail it for him. Records from the Bureau of Internal Revenue may be obtained similarly. Or the agency may accept a simple signed statement of earnings for a designated period of time. In this latter case the manager may have to use a considerable amount of time and skillful

questioning and explaining especially if the family has been paid on an hourly or piecework basis for indefinite periods of time. The manager will have to work out with the parent as fully as possible such details as the amount of time worked by each member of the family, the names of the employers and the type of work, the amount paid for the work, and the periods of time when the family was not working.

4. If the record and signed statement from the parents is acceptable, make the record as complete as possible, and yet as simple. The agency may provide a form for this purpose; if not, make one yourself. In the long run it will save time and insure that you get the needed information. It should include names of employable members of the family, names of employers of each, period of time and dates worked for each employer, and amount of income.

5. Be sure the parent understands that his signature verifies the truth of the statement. The statement should carry some such phrase as, "I certify that the foregoing is a true statement of our income for the year____." It would be wise to also explain that his child may be denied services of the center if there was valid evidence that his statement of earnings was not true.

SECTION II

KEEPING HEALTH RECORDS

As the Health Services Program for children from low income families in child day care centers is described fully in A MANUAL FOR HEALTH SERVICES IN CHILD DAY CARE CENTERS OF CHILD DEVELOPMENT CENTERS adopted on June 8, 1967 by the Migrant Opportunity Program Child Development Center Managers and revised in October 1968, we shall deal here only with a few basic considerations and outline a few necessary health records which should be on file for the children in the center.

1. Parental Consent

When the child is enrolled in the center, policies concerning health care and procedures in event of an accident must be explained to the parent. If it is the centers' policy to obtain physical examinations, provide immunizations, provide treatment and care under the physician's orders, provide dental care, then these must be fully explained to the parent and a consent signed by the parent for these services to be provided by the center. Sometimes because of religious convictions a parent may not want his child to receive immunizations. In the Migrant Opportunity Program Centers a Health Record form carried this statement on its Health Record Form: "I hereby give consent to (Doctor's or Public Health Department's Name) to perform such diagnostic, therapeutic, and prophylactic procedures as indicated on the above named child." (Signature of Parent or Guardian). However on the enrollment card two statements were given and the parent needed only sign one statement if he wished: "I request that the physician for the Migrant Opportunity Program Child Development Center examine my child and administer the preventive services that the doctor may determine

are needed." and "I request that the center call Dr. _____ and if he is not available to call any doctor for emergency and surgical care which may arise while the child is at the center."

2. Initial Physical Examination

Most state licensing regulations for child day care centers carry a stipulation that a child to be admitted to a center must receive a physical examination prior to admission, and while there seems to be no such regulation in the state of Arizona, it is strongly recommended that if not prior to, at least a short time after admission each child receives a thorough examination. Not only may the spread of such contagious diseases as tuberculosis be prevented but abnormalities may be found early and the child may receive corrective treatment.

3. Record of Immunizations

An accurate record of the immunizations each child has received should be kept. As public health department personnel often come to the center or groups of children are taken to the clinic periodically for needed immunizations, a chart or immunization record which records the name of each child and the date on which he received each of his DPT, Polio, Small Pox Vaccination, and Measles immunizations; his skin test (for tuberculosis), and his hemoglobin count, is a convenient way in which to inform the doctor which children need which immunizations on the day of the doctor's visit to the center, or to determine which children should be taken to the clinic.

4. The Giving and Recording of Prescribed Medications

Medication, including aspirin, should never be given to a child without a doctor's prescription is the best rule to follow. Certainly no medication should be given to a child by anyone who does not have a thorough understanding

of the five "rights" as outlined by the American Red Cross in their course on home-nursing: the right medicine in the right amount, given to the right person at the right time and in the right manner. Then it is extremely important that a record be kept of the medication given, the amount given, the time given, and by whom. In the MOP Child Development Program a Special Care Record was developed with the following information: Name of Child, Department, Center, and columns for "date," "time," "medical orders or special diets," "treatment given (foods and liquids consumed)" and "reported by."

Occasionally in centers where there is a high incidence of nutritional deficiencies, anemia and impetigo, a doctor who is well acquainted with the center will give standing orders for medication for these certain ailments, but it bears repeating to say that under no conditions should any medications be given unless there are written and signed doctor's orders on file.

5. When a Child Becomes Ill or Hurt at the Center

Part of the daily routine should be the morning health check made, if possible, before the parent leaves. If signs of contagious illness are apparent, the parent should be instructed to take the child to the doctor or home and only to bring the child back when a permission slip from the doctor has been obtained, or when the symptoms are no longer present. In our experience, while realizing the hardship it made on the ill child's parents, it was necessary to be quite adamant about this for the protection of other children in the center, and sometimes for the child's own protection. Often the parent was quite reluctant to take the child to a doctor, and requiring a slip from the doctor saying that the child could return to the center without fear of contagion or danger to the child was the only way of in-

sureing that the child was taken to a doctor. If a child becomes ill or hurt during the day, the steps to be taken are (1) Isolate the child from the other children; (2) Locate the parents; (3) If the parents can be located, ask that they come to pick up the child; (4) If the parents cannot be located or cannot come, or if the child is too badly hurt or too ill to wait, call the doctor and see that the child is taken to the doctor, and (5) Write a report on the incident.

6. Reporting Accidents and Illnesses

For the center's protection as well as to have accurate information for the doctor and for insurance claims, each time an accident occurs, even if the injury appears to be slight, or during the day a child becomes ill, a report should be made on this occurrence. In the migrant child centers a "Health and Accidental Injury Incident Report" was designed. The information called for included the child's name, exact age, date of incident, and a description of the incident. This description included the time of day, place, attendant on duty, name of witnesses, a description of what happened and what action was taken. This was then signed by the person completing the report.

The manager of a center should be aware of the provisions of the insurance policy covering the children in the center and the procedures for making claims.

SECTION III

KEEPING PROGRESS RECORDS

Anyone who is operating a good center for young children is confident that the majority of children under his care are developing or progressing as well as they should and that this progress is far better than if they were not in the center. But, without records on each child, this is only an optimistic opinion. Good progress records on each child are of importance not only to the center but to the child, for they reveal the needs he may have for special attention and help in some area of his development.

When a child enters the center, a record of his stage of physical, mental, social, and emotional development should be made either by the manager of the center worker to whom the child is assigned. His height, weight, physical appearance, gross motor skills, fine motor coordination, interaction with his peers and with adults, language development, and general behavior pattern should be observed and recorded.*

For someone who is a professional in the field; that is, has had sufficient training in child development and some experience and training in testing techniques, the Denver Developmental Screening Test by William K. Frankenburg, M.D. and Josiah B. Golds, Ph.D. and published by the University of Colorado Medical Center is an inexpensive comparatively simple to administer screening device for infants age 1 month to children aged 6 years. The authors caution that "It is to be used only to alert professional child workers to the possibility of developmental delays so that appropriate diagnostic studies may be pursued." Several months later a child may be re-tested

*Two books which teach this kind of skill are A Guide for Teacher Recording in Day Care Agencies published by the Child Welfare League of America, Inc. (44 East 23rd Street, New York, N.Y. 10010) and Observing and Recording the Behavior of Young Children by Dorothy H. Cohen and Virginia Stern published by Teachers College Press, Teachers College, Columbia University, New York.

using the same form and a comparison and estimate of his progress made. In the migrant program we have found the Pre-School Inventory by Bettye Caldwell and published by Educational Testing Service, Princeton, N. J., a useful one in determining cognitive development of children from four through six. This may be used when the child enrolls or reaches his fourth birthday, and again a year later.

But for recording progress, tests alone will not accomplish the purpose. Anecdotal records recorded from time to time as the child care worker notes some change in the child's appearance, attitude, or behavior are far more helpful. For this purpose a looseleaf notebook with a separate page for each child kept in each room which the child care worker can pick up while she is sitting with the children during nap-time to record in is the most convenient. She will not have something to write about each child each day, but maybe on one particular day little Jose stood alone for the first time. Then she will find his page, note the date, describe the event, and sign her initials.

Another method may be to make a check-list of developmental tasks. Then when the child has learned each task, the date this was observed could be noted. Such a list of tasks was developed by Dr. Mary Gellway of Washington State University at Pullman, Washington and appears on the next pages.

Landmarks in Development

1-6 months

- Lifts head from prone position
- Looks at face and smiles
- Follows moving object with eyes
- Vocalizes socially
- Attempts to touch objects
- Enjoys being propped up
- Attempts to grasp objects
- (Eye)-hand-mouth sequence
- Manipulates objects with hands

6-12 months

- Rolls over completely
- Holds out arms to be picked up
- Sits without support
- Grasps and releases objects
- Stands with support
- Enjoys simple games (peek-a-boo, handing toys back and forth, etc.)
- Imitates or echoes sounds
- Understands some words
- Eyes used to guide hand motions
- Crawls or creeps
- Imitates actions

12-18 months

- Walks
- Enjoys songs and rhymes, simple games
- Better fine muscle coordination
- Begins to form concepts (hot, etc.)
- Watches peers
- Uses some words with meaning
- Feeds self with spoon
- Piles blocks
- Carries objects while walking
- Combines words
- Points to objects or pictures named by adults when asked

18-24 months

- Goes down stairs backwards or sitting
- Screws on bottle caps
- Stacks rings on peg
- Combines words to form sentences
- Counts to five
- Recognizes and names shapes
- Names basic colors
- Hammers pegs into holes
- Can open doors, work faucets, etc.
- Acts out adult behaviors in play spontaneously (not just imitation)
- Establishes daytime bowel and bladder control

2-3 years

Walks down stairs facing forward
Fits nesting boxes together
Plays side-by-side with another, little interaction
Says "No" and resists
Can point to parts of his body when asked
Can name parts of body
Understands simple directions
Uses speech while playing

3-4 years

Enjoys group activities
Knows simple songs
Can work simple puzzles
Enjoys painting
Can paste precut objects on paper
Knows meanings of "and," "or"
Uses "I," "you," "me," etc. correctly
Has goals in play
Understands "more," "less," "same" in concrete situations

4-5 years

✓ Play interactively with peers
Understands reasons for rules
• Paintings and drawings contain objects or people
Likes attention and praise from adults
Can imagine things he has not seen
Understands and can name opposites
Understands "same" and "different"
Can group objects into categories
Can use scissors
Uses "he," "she," "we," correctly
Uses past and future tense correctly

5-6 years

Handles tricycle well
Hops and skips
Dresses self with very little help
Counts to 10 or more
Uses several sentences together in conversation
Can use symbols to guide behavior
May recognize some letters or words
Interested in how things work
Helps with setting table, clean up, etc.
Can describe common places, such as grocery store, gas station, church, etc.
Knows what father, mother, doctor, teacher, mailman, policeman, etc., do
Tries to complete tasks he starts, even if difficult
Likes praise from adults and will work for praise or approval

SECTION IV

REGULATIONS GOVERNING OPERATION

Any child care center manager must, of course, know thoroughly the regulations governing the operation of his center. If the center is an independent operation, the center will be governed by the licensing regulations legislated by the state or local government. If the center is receiving federal funds for the care of children, then it is also subject to the Federal Interagency Requirements for Child Day Care which were written by the Federal Panel on Early Childhood and issued by the Department of Health, Education and Welfare in Fall of 1968. Centers operated under some other central agency will of course be subject to other regulations.

What hints can be made to make living with regulations more easy? Little can be said except that one should develop a positive attitude toward them. It has been said that Americans are a rebellious people and do not like to live by rules. It can be further pointed out that rules would not be necessary if everyone lived in harmony and in true concern for the welfare of others. So, perhaps if one realized that regulations are generally made to correct bad situations and to protect the health, safety and welfare of each individual, one could live more easily with them. Yet it is impossible to make rules that will fit every situation to everyone's benefit. It has been our experience that when we work with not against the state licensing division; when we have discussed with the representatives of the division recommendations for corrections to be made with which we disagreed; when we have shown our willingness to cooperate with them, they have cooperated with us. To sum it up: read the regulations thoroughly; keep them in a handy place for reference; comply with them to the best of your ability; and work with not against the regulatory agency. Keep the lines of communication open.

SECTION V

LEGAL ASPECTS

A child day care agency will of necessity be involved in some legal matters either through its responsibility for children or through contracts and leases. This is why it is recommended that just as a day care agency should have a physician with whom it has a good relationship and on whom it can rely for emergency needs. So should it have a lawyer. This is why, also, it was recommended that a lawyer be asked to serve on the Advisory Committee. Naturally, such professional persons will expect to be paid fees for their services, but if they are aware of the financial assets (or lack of them) of the center, they may reduce their fees to a minimum, or if you're lucky, they may donate their services.

1. Leases - A good lease is a protection and a guide both to the owner of the building and the child day care center operator who leases the building. In the lease it should be clearly described what maintenance and repair the owner will be responsible for and what the user will be responsible for. It should also be quite explicit regarding alterations to the building. If the alterations will improve the building, then some provision should be made so that the renter or user will not find himself in the ridiculous situation of having spent large sums on the building which will accrue to the owner's benefit and not his own when he no longer uses the building. On the other hand the user may make alterations to the building which will be of no use to the owner or a later renter. Provisions for handling such situations should be thought through and reflected in the lease agreement.

If the building is rented from a church, church groups may also wish to use the facilities on certain days. Although this need not be part of the lease, it is wise for agreements on such use to be thought through carefully and written out. Conflicts, anger, and bitterness often arise when one of the parties to an oral agreement leaves and his successor is not aware of such agreements. A written agreement may prevent this.

2. Contracts for Services - Much of what has been said about leases can be said about contracts for services. Both parties to the contract should have a thorough understanding of what is expected of each and as clearly as possible these should be written into the contract. For any legal agreement, lease, contract, or whatever that you are expected to sign one rule should always be remembered: READ THOROUGHLY AND UNDERSTAND THAT WHICH YOU ARE SIGNING!

3. Responsibility for children - From the time the child is delivered into your care, whether in an automobile or bus or at the center until he leaves the center, he is legally your responsibility. This is why it is very important that you carry liability insurance that will cover the child from the time he enters transportation provided by you until the time he leaves.

The enrollment form should indicate what persons have the parents' or guardian's permission to pick up the child and no other person should be allowed to take the child without written and signed permission from the child's parent. In the MOP Centers registry forms were developed. In the morning when the child was brought to the center the time he arrived was noted. In the evening when he was taken from the center the time he left was noted and the person who called for the child signed his name. This gave the managers a written record which could serve as protection from liability if something happened to the child before or after the times noted in the registry.

SECTION VI

RECORDS AND REPORTS

Each manager should be thoroughly acquainted with what records and reports are required under the state licensing regulations and by the funding agencies. Usually making the required reports is the most hated task of the child day care manager, or of any other professional person other than statisticians or accountants. Yet it need not be a horrendous task that keeps you at your desk for interminable hours on the day before the reports are due.

To prevent this, plan wisely, delegate responsibility for keeping records wherever possible, and allot a short period of time each day to this task. Well thought-out forms may help you in this. For example, an extensive report on participants was required quarterly on participants in the MOP program. Statistics were needed on a variety of items ranging from the number newly enrolled during the month to the number of families served during the period in each of five or more income brackets. One efficient manager made up a worksheet on which she could daily record any changes in enrollment and the necessary information about the family in separate columns. At the end of the quarter it was a simple matter for her to start with figures from the previous report and add or subtract as required and so in a relatively short time complete the needed report. Attendance reports and meal-counts must be done daily and can frequently be recorded directly on the report form that will be turned in at the end of the month so that a few minutes' mathematical computations will complete the report.

To keep up with this daily requires self-discipline, but in the end it may become an automatic kind of habit which you will perform with ease. The "old adage" a stitch in time saves nine is very applicable to this situation; take a minute to record it now and save hours and headaches later.

PART IV

TO TRAIN CHILD DEVELOPMENT CENTER STAFF

SECTION I Staff Training

Determining Training Needs

Lesson Planning

Effective methods of teaching adults

SECTION I

STAFF TRAINING

Introduction

In any center where children are cared for during the day and receive pre-school educational programs an on-going program of staff training is important if a center is to be well-run and meet the needs of the children. But in a center where the children of the poor are cared for such a program is a necessity. Most of the staffs for these centers are made up of the poor themselves, who if they had had the opportunity for education, would not be "the poor," but part of the middle class Americans who control our schools and our industries. Here in a staff-training program they may gain knowledge, attitudes, and skills which will not only help them give better care to the children in the center but help them in their own family living.

Fortunately the manager or director of a center doesn't have to be a first-class expert herself, although she must have a good basic fund of knowledge of children's developmental patterns and needs. If she can determine the weaknesses and needs of her staff for education and training, there are many resources available to her. However, it is she to whom the responsibility for planning and conducting or arranging for a training program falls.

A. DETERMINING TRAINING NEEDS

The first step in planning a training program is to determine what attitudes, skills, or knowledge the majority of employees need to develop in order to become better child care workers. This is best done through careful observation and evaluation of staff members at work.

Check lists can be helpful in making these evaluations. The National Association for Education of Young Children publishes such a check list under the title of "Some Ways of Distinguishing a Good School or Center for Young Children." Or you can make your own.

In making an evaluation to determine training needs the manager should look for strength and weaknesses in the following:

1. Child Development

Does the way staff members work with children show that -

- a. They can accept children as they are; that is, behaving in ways that are typical of the age group they are working with?
- b. They are aware of child's needs for active and quiet play?
- c. They can accept a child's expression of emotions without scolding or being overly concerned?
- d. They are alert to the children's needs for play, rest, food, elimination?
- e. Are they able to bolster a child's self image?
- f. Can they project real warmth toward all children?

2. Food

Do the staff members help the children develop good eating habits through -

- a. Preparing and serving nutritious and attractive meals:
- b. Eating with the children and encouraging them to taste everything on their plates by showing enjoyment of all kinds of food themselves?
- c. Serving small portions first and encouraging children to go back for more?
- d. Making mealtime a happy time through pleasant conversation?
- e. Encouraging the children to help serve and clear tables?

f. Identifying new foods and teaching the children the names?

g. Setting an example of good table manners?

3. Behavior Guidance

Do the staff members show that they can help the children grow to social maturity by the way in which they control the children's behavior through -

a. Making positive suggestions?

b. Being realistic in setting limits and consistent in enforcing them?

c. Isolating without scolding a child who is emotionally disturbed and is upsetting the other children until he can regain control?

d. Reinforcing desirable behavior through praise or other rewards and being careful not to reinforce undesirable behavior?

e. Setting an example and good behavior patterns themselves?

f. Teaching the children courtesy and respect for others?

4. Teamwork and carrying out duties and responsibilities

Does the staff show a spirit of teamwork and a sense of responsibility through -

a. Working together in harmony?

b. Each carrying his share of the load of work?

c. Being aware of differing duties of staff members?

d. Willingly helping each other?

e. Being alert to jobs that need to be done and voluntarily doing them?

f. Following rules and regulations of the center?

5. Play Guidance

Do the staff members show skill in guiding children's play through -

- a. Arranging play areas in the room so as to invite free choice and a minimum of disturbance from other areas?
- b. Providing plenty of opportunity for both indoor and outdoor free play?
- c. Giving a minimum of adult interference while being alert for potential accidents and encouraging timid children to enter into activities?
- d. Providing a reasonable number of group activities (creative arts, story time, singing, games, etc.)?

6. Care of Materials

Do staff members show a sense responsibility and the need to help the child develop habits of taking care of materials through -

- a. Seeing that the room is orderly and attractive when children arrive?
- b. Putting materials away neatly when they have finished using them?
- c. Encouraging children to help put toys away when they have tired of playing with them?
- d. Having the children help clean off tables and mop up spills?
- e. Making minor repairs on toys and books quickly?
- f. Respecting the children's treasures and taking care of their art products?

7. Cognitive Development & Language Development

Do staff members show awareness of children's need to learn through -

- a. Providing a variety of experiences and encouraging the children's curiosity?
- b. Encouraging the children to talk about what they think, hear, see, and feel?

- c. Providing opportunities for counting, learning about sizes, shapes, talking about time, colors, space relationships, family relationships, etc.
- d. Giving corrective feedback; that is, building children's comments into whole and correct sentences?

8. Health and Safety

Do staff members show their concern for the children's health and safety through -

- a. Being alert to and correcting possible situations which might harm one or more children?
- b. Checking the children for symptoms of illness when they arrive and reporting any symptoms found promptly?
- c. Assuring that children develop good toilet habits and wash their hands after each visit to the bathroom?
- d. Seeing that children wash hands before eating?
- e. Being sure that personal items (washcloth, toothbrush, comb) used with one child are not used with another?
- f. Observing all rules of sanitation?
- g. Evacuating children quickly and without confusion on fire drills?
- h. Practicing good health habits themselves?
- i. Do one or more staff members hold a current Red Cross First Aid Certificate?

9. Records

Are staff members careful to keep accurate and up-to-date records?

- a. Attendance Records?
- b. Parents in-take registry?

c. Progress and observation reports?

d. Health Records?

10. Creative Activities

Do staff members provide a variety of activities which will stimulate children to use their imaginations, and to express their emotions?

a. Acting out stories and other dramatic plays?

b. Music, dancing, singing games?

c. Drawing, painting, clay, collage etc.?

d. Using waste materials for crafts?

e. Building blocks?

11. Nursery

Do staff members follow the rules of infant care as described in A Manual for Health Services in Child Day Care Centers or Child Development Centers?

The observant manager will undoubtedly find aspects of a good child development program that are not covered by the above and can add to her check-list for training needs.

B. PLANNING FOR TRAINING

Having determined in what areas the staff members need additional training, the next step is to plan for effective training.

Planning and conducting training has three major steps: (1) Establishing objectives (2) Plans and Procedures (3) Evaluation. Each is dependent on the preceding steps.

ESTABLISHING OBJECTIVES

On the basis of evaluation needs for training can be determined. It is on these needs that objectives can be set. The importance of establishing clearcut objectives cannot be over-emphasized for it is these that will determine the plans and procedure and it is only in terms of the objectives that evaluation of training can be made.

Objectives may be in terms of knowledge to be gained, attitudes to be changed, and skills to be attained. In other words, what do you want the staff members to know, to feel, to do?

Objectives must also be attainable in the time given and by the persons you are teaching.

Objectives should be set both for the total program and for the individual class session.

As an example, suppose your staff is being very careless about handwashing. You want them to know that diseases are spread by germs going from your hand to your own mouth or to others hands. You want them to feel that handwashing is important. You want them to wash their own hands properly and to teach children. Your objectives may then be -

1. To learn how disease germs are carried from one person to another.
(Knowledge)
2. To feel that handwashing is important. (Attitude)
3. To learn how to wash their own hands properly and how to help children establish the habit of handwashing. (Skill)

PLAN AND PROCEDURE

Having established your objectives you will need to plan to meet these objectives. What kind of program will best accomplish these? Do you have the skill and knowledge to do the teaching yourself? What resources are available? How much time is needed? Will you need to break it down into several sessions? When is the best time for the staff? How will you evaluate? These are questions you must ask yourself.

Let's follow the example given in the previous section through. Your objectives include knowledge to be gained; attitudes to be changed and skill to be attained.

The knowledge may be gained either through a film or a lecture. Discussion following this may help to change attitudes and a demonstration and practice session will give the skill. You call the public health nurse and find that the Neighborhood Disease Control Self Help Kit has a filmstrip on "Personal Hygiene" and you can obtain this for showing. In fact you find she is willing to bring it to show to the staff. Since you know her knowledge is greater than yours you decide to ask her to come.

One hour will probably be sufficient for showing the filmstrip and having a discussion. Another hour for demonstration and practice should be sufficient. Therefore, you feel this training can be accomplished during nap-time on two days and you schedule it accordingly. You make arrangements for the nurse to come on Tuesday and you decide to follow-up on Thursday yourself.

Here is your plan for Thursday:

1. Recall Tuesday's presentation by asking questions to see how much they remember and understand (This is built-in evaluation).
2. Have wash basin, soap, water pitcher, towels ready.
3. Demonstrate handwashing as described in Red Cross Home Nursing Course.
4. Have each staff member wash her hands.
5. Discuss ways of teaching children to wash their hands.
6. If time allows role play teaching a child to wash his hands.

EVALUATION

To know how effective your training has been you must evaluate in terms of your objectives. Do you hear them say things to the children or can they answer questions that show they have gained the knowledge? The attaining of attitudes or skills can only be judged through observing the behavior of your staff.

In our example you have evaluated their knowledge of how disease germs are carried through your review in the second session. And you can evaluate the change in attitude and the skill by watching to see if they are more careful about handwashing after using the bathroom, before eating, and between diaper changes. You can also observe if they are using the technique you taught them.

C. EFFECTIVE METHODS OF TEACHING ADULTS

The desired results of the training program is an observable change in behavior. A change that has a firm foundation in understanding. Therefore, it is important that the kinds of methods that are used are those which have been shown to be most effective for this kind of change.

These are a variety of methods that are commonly used in teaching adults:

1. Lectures
2. Audio-Visual presentations
3. Discussions
4. Reading assignments
5. Demonstration
6. Role play
7. Practicum

None of these are effective by itself. In a training program each has its place.

Lecture is, in many ways, the least effective for there is no guarantee that what the lecturer thinks he is communicating is what the hearer receives and in fact each hearer with his own set of psychological filters hears something different. Yet it is a time-honored way of giving information and for this purpose is useful. It should never, in a training program of this nature at least, be used without some means of obtaining feedback from the audience. In the in-service training program this usually means discussion although some form of written questions and answers may be used.

Audio-Visual Aids encompass a variety of devices. Most commonly, we think of projected pictures - slides, filmstrips, or moving pictures. However, we should also include charts, posters, and flat pictures. Even the use of blackboard and chalk or newsprint and felt pen may come under this term. In presenting information, audio-visuals are often more effective

than just lecture alone. Their appeal to sight as well as hearing involve two receptors and the more complete attention of the learners.

Films and filmstrips on subjects related to the work of the child development center may be obtained free of charge in Arizona from the State Health Dept. Audio-Visual Library. However, these must be ordered well in advance for there is a waiting list. As with lecture to be most effective, the showing should be followed with discussion to relate concepts gained from the film or filmstrip to their work.

Chalk board or newsprint and feltpen may be used effectively in discussion or with a lecture to record where all may see the points made or pull points together in a diagram. Newsprint has an advantage over chalk board in that a completed sheet may be taped on an adjacent wall for later reference.

Discussion is an essential in adult education. It is safe to say that no free and open discussion is completely fruitless although some may be more satisfying than others. Adults have years of experience and some of the center staff may have raised as many as thirteen children. It will require respect, tact, and diplomacy to lead such a mother to the conviction that, for instance, spanking is not the most effective means of getting "good" behavior. The discussion leader must, therefore, not only allow each person to express her opinions but accept those opinions and respect her right to hold them. When her opinion is voiced and respected, she will find it easier to listen to and respect a differing opinion and may be able to change. One might say that the most effective discussion leader is the one who knows best how to listen with her heart, mind, eyes, and ears.

There are good guides for persons who wish to increase their skill to lead discussion but certain basic suggestions can be helpful.

1. The leader expresses as few of her own ideas as possible. When asked, she can be more helpful to direct the question to the group or another person.
2. Each person is encouraged to participate freely.
3. The leader frequently restates a contribution from a group member. This is termed reflection for like a mirror it reflects what has been said in a slightly different way. It is a useful technique as it serves to clarify meanings, reinforce the individual who made the remark, and allow all to consider the validity of the remarks including the speaker without threat to her.
4. The leader brings the discussion back to the subject when it goes too far off on a tangent by asking a pertinent question, calling attention to a remark that was previously made, or summarizing.
5. Timid group members are brought in by directing a question that is not threatening and is open-ended; that is, cannot be answered monosyllabically by a yes or no. "How do you feel about what June said?" is a useful sort of question.
6. No person is allowed to dominate or to belittle another's opinions.
7. The leader concludes the discussion by summarizing the important points made or questions raised. Newsprint and feltpen is helpful here especially if discussion is to be continued another time.

Reading Assignments: Reading assignments are useful especially to emphasize and augment material covered in class. They must be used with

discretion as many otherwise capable aides may have difficulty in reading. Some will be eager to increase their knowledge through reading and can help in the training by reporting on what they have read. As with lecture it is important to obtain some kind of feedback.

Demonstration, Role Play and Practicum: These are three of the most effective means to teach adults particularly those with a limited educational background. Demonstration is showing and explaining step-by-step a skill you wish your aides to learn. This is followed by their practicing this skill and then evaluating the practice. In some cases it is better to practice in a make-believe situation. Essentially this is role play.

In a recent workshop to train child care center personnel to administer a Pre-School Inventory Test the writer used role play to give these people some advance experience in giving the test in the following manner: She divided the group into groups of three. One person was to give the test, one person was to be the child, and the third was to observe. The groups then were given fifteen minutes to work. After fifteen minutes the observer in each group reported her observations to the other two and the "tester" and "child" commented on their feelings. Then roles were exchanged and the same procedure was followed. Each person had a chance to try each role.

As a consequence, the participants felt much more able to administer the test.

Role play provides a non-threatening, safe means of trying out new behavior and is a useful technique in teaching adults.

Practicing the skill is the proof of the pudding. This is what is meant by practicum. But to be a learning situation, the practice should be evaluated. How well did you do? What problem did you encounter? What were the results? What caused the problems? What corrective steps should be taken? One training manual calls this EIAG; that is, Experience (practice), Identify (the problem), Analyze (what caused the problem), Generalize (what can be learned and applied). These are the essentials of all good training.

TRAINING A NEW EMPLOYEE

Orientation:

Health Requirements: Check with employees to be sure that he or she has obtained the necessary health clearance in compliance to regulations governing your area. This may include a physical examination, skin test or x-ray for tuberculosis, and foodhandlers' card. The manager may need to assist the employee to obtain these.

Personnel Policies: Acquaint the employee with the personnel policies of your agency.

Center Regulations: Acquaint the employee with the regulations and your expectations and, whenever possible, the reasons for these regulations.

Schedules, Room Arrangements, and Procedures: Explain the schedules, room arrangements and procedures operating in your center and have the new employee spend time in observing. Follow such observation periods with discussion, answering questions she may have. Be sure to cover such things as forms used, room arrangements and their purpose, fire drills, bathroom procedures, and the do's and don'ts of working with children.

General Education: After determining the educational level of the employee, assist her to participate in basic education or G.E.D. classes or to enroll in college extension classes that will help her improve her skills.

On The Job Training: The first three months period is essentially on-the-job-training for a new employee. The major part of the job guidance will be done by the room supervisor. Special conferences with this employee should be frequent during this period in addition to her participation in regularly training sessions scheduled for the entire staff. Special reading assignments within her ability may be made in this period.